

COMMON SCHOOL ADVOCATE.

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PICTURES IN SCHOOL BOOKS.

It would seem strange that any one in their senses, should seriously object to the use of these senses in the education of children. Especially it seems strange that any person, having sufficient acquaintance with the laws of mind to entitle him to the appellation "Instructor" should yet be found advocating the exclusion of cuts and "graphic representations," from the juvenile literature of the country. Of all our conceptions those of *visible* objects are the clearest, and the mind derives greater aid from the sense of sight, than from any other of the senses.

It might be deemed illiberal to say that only empiricism, or interested speculation contends against the use of cuts or pictures in books for children. And yet we cannot call to mind a single instance of any thing like high authority, which goes to discountenance or disparage this very prevalent, and, as we venture to predict, still to be increased practice of calling the *eye* to the aid of the *understanding*, in the development of the *conceptive faculty* in childhood and youth.

Below we give a few extracts from two eminent authors on this subject. From these it will be seen that though they differ in their views on minor points in relation to cuts, drawings and engravings in the business of education; yet they are both decided, and *equally* decided as to the utility of the *principle* involved in this controversy. Thomas Dick, LL. D. the first from whom we quote, though somewhat fastidious, we think, as doctors are wont to be, about the *accuracy* of his "cuts" is nevertheless an ardent advocate for their use. Hear him.

"A considerable degree of knowledge may be communicated to the young by means of pictorial exhibitions; but in order to this, they must be of a different description from what is found in most of our school books and publications intended for the nursery.—Instead of caricatures, and indistinct groups of objects unnaturally huddled together, every object ought to be neatly, vividly, and accurately engraved, and the principal figures well defined and detached from mere adventitious accompaniments; and, if possible, colored after nature."

ENGRAVINGS.

"Many useful ideas might likewise be communicated to infants by means of *engravings*; especially in relation to objects which cannot be directly presented to their view. Foreign animals, such as the elephant, the lion, the buffalo, the cameleopard, the monkey, the dromedary and camel, may be in this way exhibited—and also domestic animals, as the cow, the horse, the ass, the dog, &c.—as children feel a considerable degree of pleasure in being able to trace the resemblance between pictures and the objects they have seen, when accurately represented in engravings. Foreign scenes as towns, churches, bridges, mausoleums, triumphal arches, rural landscapes, mountains, volcanoes, cataracts, lakes and other objects, when accurately delineated, may likewise tend to expand the conceptions of children, and give them an idea of objects which their own country does not exhibit. Various objects of art, as ships, boats, windmills, towers, spires, lighthouses, coaches, wagons, smiths' anvils, forges and hammers, weavers' looms, &c. may also be thus exhibited. One of the most pleasing and useful modes of exhibiting real objects by means of pictures, is that of viewing perspective prints of streets, towns, villages and rural landscapes, by means of the *optical diagonal machine*; of which I shall, in the sequel, give a short description. In exhibiting objects to a child through the medium of engravings, it may be proper, in the first instance, to present to him only *one* object, well defined and disconnected with every adventitious circumstance, as a *man*, a *horse*, a *mountain*, or a *tree*, so that he may acquire a correct and well defined idea of the particular object exhibited. Afterwards, a landscape in which these and other objects are embodied may be laid before him, and he may be desired to point out the individual objects of which it is composed, when their names are mentioned. It is almost needless to remark, that the pictures contained in most of our nursery and toy books, are altogether unfitted for the exhibitions to which I allude. They are generally mere caricatures, and are little short of an insult to the young, both as to the *objects* they most frequently represent, and the *manner* in which they are represented. Engravings, calculated to convey instruction, should be on a moderately large scale—every part of the object represented should be accurately delineated—no objects should be placed in awkward or unnatural positions—and they should, in most cases, be colored after na-

ture, care being taken that they be not daubed with fantastic or too glaring colors—a fault which attaches to most of our pictures intended for children. A series of engravings exhibiting all the prominent scenery and objects of nature and art, on a cheap plan, and properly classified and arranged for the purpose now specified, is still a *desideratum*."

LITTLE TOM.

"While writing the above hints, I had an opportunity of trying the experiments now suggested, on a fine little boy, a friend of my own, about two years old. Little Tom was first presented with the plates of a book of Natural History, and desired to name the lion, the elephant, the camel, and about twenty or thirty other animals, when their figures were pointed out, which he did without the least hesitation. The plates were then put into his hand, and he was desired to turn up any particular animal when its name was mentioned, which he accomplished with considerable facility. A sheet, containing about sixty engravings of birds, quadrupeds, and fishes, where the different kinds of animals were grouped without any order, was next laid before him, when he was requested to point out a particular animal, when its name was given, which he also did, in almost every instance, after casting his eye up and down, and across the engraving, and, when he had hit on the object, he pointed to it with exultation, saying "There's the lion—there's the goat—there's the dromedary," &c. The figure of a compound microscope was next exhibited, which he readily named; and several hours afterwards, a microscope of the same construction as represented in the engraving, was placed before him, which he immediately recognized and named, and then turned up the engraving where its figure was delineated, marking the resemblance between the one and the other. The same experiments were made with a terrestrial globe, an orrery, a telescope, a clock, a watch, and various other objects. He was next desired to point to several articles in the apartment—the table, a chair, the tongs, the shovel, the poker, a map, a portrait of a friend whom he knew, and other objects, which he at once recognized and distinguished. Several engravings of landscapes were then presented to his inspection, when he was requested to point out the men, women, trees, ships, houses, &c. of which they were composed; which he did with pleasure, and without hesitation, pointing his little fingers to different parts of the scene, and saying, "There's

a dog—there's a man—there's a house—there's a tree," &c. I next led him into the garden, and placed him in a proper situation for viewing the surrounding objects. I first asked him to point to a windmill—there being one, and only one in view. He looked around for a few seconds, and after fixing his eyes on the object, and pointing with his finger, exclaimed with pleasure, "There's windmill"—and, looking at it with steadiness for a few seconds, said with a kind of surprise, "No going round;" which was actually the case, as there was no wind. He was next desired to point out a flower, a tree, a cow, a ship, and other objects, which he at once distinguished with the same facility."

TOM'S voracity for knowledge as communicated by PICTURES.

"The desire of this little boy for the exhibition of new objects, was voracious, especially as represented by pictures. After spending several hours in succession, in exhibiting to him several hundreds of plates of different encyclopedias, and books of travels, he was still unsatisfied, called for more books, and seemed to forget both hunger and sleep. He recollected, with considerable accuracy, the prominent objects that had been presented before him in these engravings; and, therefore, when a volume containing plates, which he had already seen, was again presented, he pushed it away, and requested another. Every morning, as soon as he was dressed, his first request was, 'See more pictures—you please;' and, leading me into the room where the books were kept, pointed to the particular volumes he wished to inspect. Even his cravings for breakfast seemed to be forgotten, amidst the delight with which he contemplated new exhibitions of nature and art. The varieties of animated nature seemed to afford him the greatest degree of pleasure; but every striking and well defined object, of whatever description, which he had never seen before, particularly arrested his attention. The exhibition of perspective views, through the optical diagonal machine, where the objects appear nearly as they do in nature, afforded him a high degree of gratification, while he described, in his own way, the different parts of the scene. These circumstances evidently demonstrate the innate principle of curiosity, or desire for knowledge, implanted in the infant mind, which only requires to be judiciously regulated, and a series of interesting objects exhibited, in order to raise the human soul to the highest pitch of intellectual improvement. They also indicate the vast capacity of the mind for receiving an indefinite variety of ideas—the pleasure associated with their acquisition—and the boundless desires after new and varied scenes and enjoyments, which evidently point to a higher state of existence, where they will be fully gratified."

TOM'S genius no better than yours!

"In stating the above circumstances—which to some readers may appear trifling—my intention is not to insinuate that the child alluded to is superior to others of the same age. Every child, whose physical and mental powers are in a sound state, is capable of making the same acquisitions, and feeling the same enjoyments; provided due care be taken to direct the principle of curiosity into a proper channel, and to supply it with proper objects. Some children, in consequence of their physical organization, may have more vigor of intellect than others; they may feel highly gratified with some objects and pursuits, and indifferent towards others; but they have all, substantially, the same faculties, and the same desire for the acquisition of knowledge, in one shape or another, when its objects are presented, in an interesting manner to their view. Such exhibitions as I have now described ought not to be viewed as mere amusements. While they gratify the mind of a child, and increase his enjoyments, they also embody a train of useful instructions, which lay the foundation of mental activity, and of all those improvements he may afterwards make during the future scenes of his existence, whether in the present life or in the life to come."

We next quote from Isaac Taylor, of England, author of the Natural History of Enthusiasm, who, though not an LL. D., will be received as competent authority by all who are acquainted with his works and have capacity to appreciate merit in others.

He, it will be seen, does not insist so much upon the accuracy of the delineations. It is enough, he thinks, if the picture sets the mind to work in forming conceptions, and hints the course which its activities ought to take.

We are free to confess our preference for the views of Mr. Taylor over those of Mr. Dick. The former is as much more practical in his views as he is logical in his reasonings—and as much more successful than the latter, in his analysis, as he is superior in his generalizations.

But let him speak for himself—after which we shall have no fears as to what the opinion of our readers may be.

TOYS.

"The real charm of a toy is derived from the power it possesses to excite the CONCEPTIVE FACULTY; and hence it is that the more it leaves to be filled up by the imagination—the ruder it is, so much the keener, and the more lasting is the pleasure it affords. On the contrary, an elaborate and perfectly representative toy, although it may excite a

momentary amazement, quickly loses its power to do so, and is discarded. When carving, and gilding, and painting have done their best to make it the very image of reality, the mind of the child, unconsciously, but in fact, resents the officiousness of the artist, who has encroached so far upon its own province; and it turns with fondness (often to the wonder of by-standers) to the most misshapen symbol of man, or dog, or house, or horse, or cart, and, by the very means of the glaring imperfections of this image, finds scope for the exercise of its own creative and imaginative powers.

It is confessed that there are some children so vulgar in their tastes, and so inert in mind, as to prefer always what is most staring in color, and what leaves nothing to be done, or to think of, but vacantly to gaze upon the gorgeous idol of their mindless delight. It is otherwise with those whose natural endowments are such as to render education in any degree hopeful."

Adjusting the Eyes.

"The principle of the human mind we are now speaking of, and which, if well understood, may be turned to great account in various ways, is clearly exhibited in the instance of the pleasure taken by children in pictorial representations. Even the most observant children (I am speaking of an early age) take little notice of a highly-finished and deep-toned picture, although the subject may be both familiar and pleasing. Upon the elaborate canvass the child sees only what it can see elsewhere, and with the accompaniment of motion in the objects; and to him, the merit of imitation in the picture is as nothing. Moreover, besides the disadvantage of the ambiguous distribution of light and shade in a finished picture, which more or less perplexes the contour of objects, there is, to the child's eye, an optical inconvenience in looking at a picture, which the adult, by use, has become insensible of, but which, so long as it continues, is very annoying. In looking at objects at various distances, we learn, very early, so to adjust the axes of the two eyes, by an instantaneous and unconscious movement of the orbits, as to make them meet in the same focus:—whenever this adjustment does not take place, we see a nearer object double. Now a child, because he has only very recently acquired the habit of so adjusting the axes of the eyes, is conscious of a something wrong, when, looking at a picture, he finds that the church on a distant hill, to be seen distinctly, instead of requiring an altered inclination of the orbits, must be looked at with the same angular direction of the eyes that serves for the dogs and horses on the foreground. This contradiction of the habit he has so lately acquired, not merely perplexes him, but produces a general confusion of objects, so as to prevent his receiving any vivid pleasure from the representation,

It is obvious, moreover, that a good picture, which really looks like nature, will shock the visual habit more than an inferior one. An adult has learned how to look at objects which he knows to lie all on the same surface; nevertheless, the very same inconvenience is felt, even by adults, in looking at a panorama; for in this case the deception, being sometimes very perfect, we forget, for a moment, that it is a picture we are looking at; and, in attempting to adjust the eyes to the horizon, find the sight painfully strained."

Five Scratches.

"It is however on another account, and for a more intellectual reason, that a child derives far more delight from a rude outline of familiar objects, than from a finished picture. As a general rule, drawings or engravings in black and white, are, by intelligent children, preferred to the same colored; and an outline is preferred to a shaded drawing, and a spirited rough sketch, to a perfect outline. It is not CUYP, or PAUL POTTER, or SNYDERS, or TENIERS, or even WILKIE, or LANDSEER, that enchains the infant eye, or enchants his fancy; but rather the windmills, and Zealanders, the ships, and the horses, of a penny broadside. In the latter class of representations, the rude outline, as unlike the reality as it is possible for any two things to be, that are professed to resemble each other, just serves to quicken the conceptive faculty; and then it is the mind, so set at work, that delights itself with its own creations. It is hardly possible to join five scratches on a slate, having any relation at all to the figure of horse, or cow, so as not instantly to be recognized by a child of two years old;—and with what intensity of satisfaction will this scratch be contemplated! May we not well admire that construction of the human mind which enables it to find pleasure at so cheap a rate, and a pleasure so purely intellectual."

Puss has jumped at a mouse on the canvass.

"This important principle of the mind—too little regarded in education, will again engage our attention. In passing, let me be allowed to point out the striking illustration we here find of the immeasurable superiority of the human mind, as compared with the most intelligent of the animated orders around us; for the fact of this superiority, as thus illustrated, is not merely a matter of admiration, but it indicates some practical inferences, of which we should avail ourselves. A highly finished picture has, for a moment, deceived the eye of an animal; and the triumphant artist has exulted in receiving so unexceptionable a testimony to the verisimilitude of his work, when the living dog has snarled at the painted dog, or puss has jumped at a mouse in the canvass. But how ridiculous would be the endeavor to fix the eye of the most sagacious dog, for a moment, upon the outline of a man or a dog.

Yet this very symbol, unlike as it is in size, color, light and shade, and even actual figure, to the reality, instantly fires the mind of the infant, and he at once expresses his delight, and gives proof of the truth of his recognition, by lisping out the name of the object. The animal, how perfect soever in sense and organ, has little conceptive faculty: to the eye of the brute, therefore, what is not like enough to a known object to be actually mistaken for it, is as nothing—it has no symbolic meaning: to the human eye, on the contrary, the faintest resemblance, or the very remotest analogy, is enough, and more than enough, to put all the faculties a-working, and to send the mind in upon itself, where, even in the earliest season of its development, it finds inexhaustible materials of pleasure."

Graphic instruction.

"Far more use might be made of this means of quickening the mind than is often attempted; and let me be allowed to remind young mothers (and young ladies) that, in practical value, the ability to sketch rapidly, in a characteristic manner, all sorts of common objects, vastly outweighs some four or five of those accomplishments to which years are devoted in youth, and which are usually laid aside, and lost, when the duties of domestic life are entered upon. Prints, it is true, may be purchased; but beside many objections to which they are liable, and their cost, if provided in sufficient number and variety, it is found that a fresh sketch, adapted to the occasion, and suited to a child's age and taste, imparts more pleasure and subserves better the ends intended."

A Mother's pencil.

"A mother, qualified to use her pencil in this manner, may, without labor, bring all the most familiar and the most striking forms of nature and of art before the eye of a child; and thus, not merely impart various information (a secondary object) but feed and furnish the earliest developed of the conceptive faculties;—and at the same time bring into action the powers of observation and discrimination; and all this may be done without, in the slightest degree stimulating or straining the faculties: the brain is not worked in any such amusements."

A Child's heart set a-going.

"By the same simple means, the kindly emotions and placid sympathies of a child's heart may be set a-going, if a mother's pencil is equal to the task, and it is not a very difficult one, of roughly sketching the employments, incidents, and accidents of common life—the trades and occupations of men, and the domestic drama, if the phrase may be used, and the mishaps and catastrophes of the soldier, the sailor, the traveler. A folio of such sketches, swelled from year to year by daily additions, would be an invaluable treasure in a family, and might

descend to the mammas of several generations; and how much more creditable to the hand that produced it, than the painted albums, and the Bristol-board frippery, that so often load a drawing-room table!"

Form.

"During the last year of the first period of life, much tranquil excitement of the faculties may be derived from exhibitions and descriptions of the more striking and beautiful forms of the vegetable and animal kingdoms: yet in conveying this sort of information we adhere to no rule, except that of chance, or of immediate entertainment.—But before the expiration of the second period, something may have been done with the view of giving the mind a grasping hold of the details of natural history, by the aid of classification. Just so much effort of abstraction as is required in admitting this kind of aid to the memory, the mind is capable of about the eleventh year: and indeed, if the teacher will but condescend to put out of sight and hearing all the apparatus, and to exclude all the polysyllabled nomenclature of scientific classification, whether botanical or zoological, and will bring forward such grounds of distinction only as the unsophisticated notions of children may consist with, and such as are derived, principally, from manifest resemblances of form, they will, in most instances, receive a lively pleasure from the exercise, and will show how agreeable to the human mind is any sort of simplification, and how fond it is of order."

Drawing and Modelling.

"Drawing and modelling, in all their modes, should, as I think, be considered, not so much as an elegant accomplishment, and as one of the most agreeable of relaxations from more arduous employments; but as the best possible supplementary means for bringing the eye and the mind into intimate communion with nature. Drawing on the one side, and the study of language on the other, in some such mode as has just been indicated, bear together upon the conceptive faculty, and with a stress that imparts to it a condensed force, and reactive spring."

Drawing Lessons.

"But then, for securing these objects, the rule must be to have done with 'drawing lessons,' almost entirely. A child, in a winter's evening may indeed be indulged with the lithographic sketch-book, to copy what he pleases; but all regular training, in the arts, ought to consist of drawing from real objects, at home and abroad. Apart from this rational method, the mind halts in art, and does not step forward to converse with nature. And when, by this means, a tolerable readiness has been acquired in the use of pencil and crayons, it is a good practice to require sketches of objects, or of scenes, that have previously engaged the attention. This operation, held in check by the constant habit of drawing from the present ob-

ject, is a direct appeal to the conceptive power, and affords the most conclusive evidence of its exactness, and of its vivacity in any instance. In this way the simplest and the most definite subjects will furnish the most satisfactory exercises. Thus, for example, I would not ask merely for—a landscape—a cottage, and a mill, or a rocky glen at pleasure; but for the gable end of John Brown's ivy-covered cottage, visited a month ago; or for the ruined south front of the tower beneath which we find a shade twice or thrice during the summer. Or, in July or August, let it be required (patterns out of the question) to produce an exact outline of the snowdrop or the crocus: or the converse task, of delineating the flowers of July in January."

Natural History.

"On the same obvious principle, the various subjects of natural history, and those which are less familiar, immediately after they have been attentively examined, may be sketched from recollection. Drawing, disregarded almost as an elegant accomplishment, may, with the highest advantage, be employed as an auxiliary to the sort of elementary culture which has been spoken of in this, and the preceding chapter. The process consists of these three parts:—to see and examine whatever may be brought before the eye—to connect words, in all their compass, with what has been seen—and, to delineate or depict whatever has been seen, and whatever, by the aid of verbal description, may be correctly conceived of. By the means of these commingled operations, not only does the entire face of nature become familiarly known, but it is steadfastly held in the conceptive faculty, and is always producible, instantaneously, and correctly.

"If in any instance a child appears to have no eye, or hand, or executive and imitative faculty, I would by no means vex him by pertinacious endeavors to form a habit in opposition to the intentions of nature. Drawing is an excellent means of training—for those to whom it is suited; and I think there are but few who need to be excluded from the benefits it confers."

COMMON SCHOOLS.

What has ever promised universal education, but the gospel? "To the poor the gospel preached," is an annunciation characteristic of our benevolent religion. Other systems, whether philosophic or religious, overlooked and despised the multitude.—"*Odi profanum vulgus*," was the spirit they breathed.

Is it not then the special duty of professing christians to take a deep interest in the character and progress of our Common Schools? Let the benefit of those institutions be enjoyed by the country generally, and let the reigning influence in them be such as it ought to be, and they must prove,

after a faithfully preached gospel, one of the most powerful instruments of promoting the cause of christianity.

Nothing, however, can prevent the friends of the Bible from giving a right direction to this noble instrumentality, but their own supineness. If christians are as active as they ought to be in this matter, it will be impossible to withstand their influence. Already their moral power is most felt in education, and it must become the solely governing principle, if they are not faithless to their high trust.

Let christians of every name, ever bear in mind, that the cause of Common Schools will go on, that these institutions will be spread over the whole land, and occupy every nook—that an irresistible influence, for good or evil, to the church and the world, must go forth from them. If the friends of the Redeemer neglect their duty in this matter, be assured that the great enemy of our race will not leave his work undone.

But never were circumstances before so favorable for the zealous endeavors of the pious in this work. Christians may do as much as they please. The public is, as it were, begging them, every where, to come into the schools, and bring their Bibles with them, and do all the good they can.

Great then will be the guilt of the professed friends of the gospel, if they do not look well to our schools, and not suffer, by their indifference, the adversary to turn them to his purpose.

Who ever heard it objected to our present excellent state superintendent, that he was a pious man? So far from this, all, of every sect and no sect, hailed his appointment as arguing great things for this most important cause. And has not the College of Teachers, at two successive annual meetings, unanimously resolved that the Bible—the whole Bible—ought to be used in all our educational institutions, from the Common School up to the University?

Here then the door is fairly and widely and most cordially opened for christian effort; and woe, woe to the church if her members do not gladly and most faithfully embrace this offer, and give their voice, their pens, the full weight of their influence to this enterprise. Only let the rising generation be brought up under that christian influence in schools which ought universally to be felt, and which will be felt, if christians do not most sinfully slumber, and what an impulse will the gospel receive—how rapidly must the latter day glory approach!

We have got at present a good system of Common Schools in our State, and a most devoted superintendent at the head of it, and it is to be hoped that our legislators, who have framed the system, will steadily and strenuously uphold it. All then that is wanting, is the unwavering, right-hearted, and whole-hearted support of christians of every name—ministers and people. Let our reli-

gious editors, let preachers of all grades, let every member in his place, seriously think of these things, and determine that, with the help of grace, he will do all he can to make our Common Schools a blessing to the land.

West. Ch. Advocate.

VOCAL MUSIC IN SCHOOLS.

There is no exercise of which children are generally more fond than singing; and none, perhaps, better calculated to make them like their school. Singing has also a harmonizing influence on the feelings; so that it is almost impossible for bad passions to hold a predominance in the hearts of companions, while their voices are mingling sweet sounds. It is an interesting and a wonderful fact, that by our physical constitution, we are almost incapable of singing well while our feelings are excited by evil influences of any kind; and, at the same time, with the attempt to sing naturally, we make an exertion to suppress any feelings of discontent or vexation which we may experience.

The teacher should bestow some attention to this subject; and, if he becomes convinced of what appears to us to be true beyond contradiction, he will be anxious to avail himself of so easy, pleasant and efficacious a remedy for many of the untoward humors among his pupils which are likely often to embarrass him in the instruction or government of them.

Children frequently enter the school room in a frame of mind unfavorable to study or orderly behaviour. The fear of punishment or the influence of the teacher's presence, may overawe or suppress the exhibition of their feelings: but this state of mind is not the best for study or improvement of any kind. In many cases the child is not to blame, or but partly so, for what he feels. He may be weary, or ill, or suffering under ill treatment received at home, or from a school-mate; and frowns or blows, though they may prevent him from saying or doing what he feels inclined to, will not give that desire for his books, or that docile disposition which are necessary to the most successful prosecution of his tasks.

Now a tranquilizing exercise, like that of singing some cheerful, or solemn hymn, if introduced at his entrance into the school room, will often accomplish the desired change in his feelings, reverse the course of his thoughts, cause his irritation to subside, excite sentiments of kindness and affection towards his teacher and his fellows, kindle a desire for knowledge, impress him with right views of his Maker and his duty.

Besides, music, if taught scientifically, is truly and eminently an intellectual branch of instruction; and is of great use in training the mind to attention, observation and systematic deduction, &c.

Vocal music also requires a very healthful exercise of the muscles of the chest and throat, and therefore deserves to be ranked

among the most important branches of physical education. It renders an upright posture necessary, and gives the chest a strong and frequent expansion, introducing a large supply of air into the lungs; strengthening the voice by use, and accustoming the organs of speech to a deliberate, strong and correct mode of enunciation, greatly favorable to good habits of pronunciation.

Those teachers who are able to sing, should begin, without delay, to teach their pupils a few hymns and moral songs, to be sung daily in school; and those who know any thing of the science of music, will find still greater account in adding occasional brief instructions in the elements, with the aid of the black-board. The use of slates by the pupils is recommended in this, as in many other exercises. We can assure our readers, from many actual observations, as well as from experiments we have made in numerous instances, that one hour in a week is sufficient to teach a large school much important knowledge and skill in the elements and practice of singing.

In many districts, we doubt not, choristers or other capable teachers of music, may be found, who will cheerfully assist in preparing children for the performance of appropriate pieces for daily use in school.—*Id.*

THE TEACHER.

When the philosophers of ancient Greece taught their pupils from the porticos of the Academy, they were instructing teachers who went forth to increase knowledge among the children of men. And when, in after times, on the plains of distant Judea, a descended Saviour smiled on fallen man, He also instructed teachers, and sent them to the wide world with words of "peace and good will to man." These are your examples. They were the colleges of teachers in ancient days; and what is the position and the duties of your college? You stand in poetic vision—the actors in "time's last act, its greatest and its best." With the gospel in one hand, and the learning of six thousand years in the other, you are the blessed instruments of transmitting them, we trust to a renovated world.

And who is the teacher? And what is his reward?—Cicero demanded for his client the Poet Archias, the citizenship of Rome, not because it was his *legally*, but because he had done that for which the republic owed him everlasting gratitude. He has given you, said he, these intellectual gifts, "which nourish youth, delight age, adorn fortune, and soften adversity." And to do this is the office of the teacher. And what is his reward? If Archias was thought worthy the noblest gift of Rome, what shall be deemed too much for those who standing, not like him amidst falling governments and mouldering superstitions, but here in the freshness of a new creation, with the blended light of nature and revelation beaming a-

round them, are vested with the holy duty of bearing the lamps of science and salvation to distant ages?

The teacher who instructs as in the reasons of things; who melts in life's morning-dawn with the earliest ray of knowledge; who pours upon our noon of strength its refreshing beams, and who teaches, that its decline shall melt into the milder light of the more perfect day. The teacher, tho' no monument shall be erected to his memory, though poetry should not write upon them its living numbers, yet will live in the *vivid gratitude* of posterity, honored of men; and when the teacher and the taught shall have ascended to the great instructor of all—blest of God. E. D. MANSFIELD.

Before the Western College of Teachers.

DRAWING IN SCHOOLS.

In many schools which we have visited, the value of drawing, as a frequent exercise has been happily tested, in a variety of ways.

In the first place, it is of great use in employing waste time. Whoever knows the great mass of our schools, must be sensible, that their greatest evil is want of sufficient business for all the children, especially the youngest. The prevailing practice in many schools is, to find the small children some lesson to learn, which they are called upon to recite; or more commonly, perhaps, they are taught in a class once each half day, and during the rest of the time have little or nothing to do. It is often said by teachers, that they keep books from them, except a short period in each session, because they destroy them by handling, while they do not learn, except when under their immediate instruction.

Now twenty, ten, or even five small children left thus unemployed, must inevitably cause disorder. But give them slates and pencils, with convenient desks to lay them on, and a great difference will be seen, even if they are left entirely to themselves.—Place before them a few cards, with well formed letters, words, the elementary geometrical figures, drawings of familiar objects, &c., and they will teach themselves something of drawing, and more of the letters, spelling, reading, and writing. Let them then have the arithmetical tables in sight, maps, running hand copies, &c., and as they grow older, they will soon be found spontaneously learning something important in several branches.

But, let the teacher occasionally give the pupils familiar and practical lessons in the elements of drawing, and show them how the letters of the Roman and the written alphabet may be resolved into the simplest lines. Exercises of this kind are considered by some experienced teachers as of much more importance than the constant training of the hand to a particular manner of holding a pen. In many schools, children are encour-

aged to use slates as early as they can hold a pencil, and allowed to place the hand as nature dictates, under the belief, that in early life its natural proportions incline it to a different position from that to which it may be afterwards readily brought.

An experienced teacher, formerly of Connecticut, who now instructs a common school of 140 boys in a neighboring State, mentioned, a short time ago, that by the daily use of a slate, and with but little assistance, a boy of fourteen, who did not know his letters when he began, learned to read in his school in a shorter time than he had ever known any other to do it, with much more instruction; and he had, at the same time, acquired the art of writing tolerably well. *Conn. Com. School Jour.*

WYSE ON TEACHERS—TEACHERS' SEMINARIES, AND TEACHERS' LIBRARIES.

The following extracts are from a very valuable treatise, entitled Education Reform, by Mr. Wyse.

"But all this will be of little avail without willing and competent teachers. If knowledge and virtue depend upon methods, and methods again upon the manner in which they are applied, still more do both depend upon the individual to whom their application is intrusted. The difference between a good and a bad school, between an instructed and ignorant pupil, between education and no education, is just the difference between a good and a bad teacher.—Better, far better there was no education going on at all, than education under the guidance of ignorance or immorality. Not to teach, is only the absence of good; to mis-teach, is positive evil. Yet such is our perfect inconsistency, that this truth, acknowledged in every other department of society, is denied, at least, practically, in this of education. Who thinks of trusting his apprentice to a novice of the craft, or the training of his horse to an ignorant horsebreaker? It is miserable imbecility to talk of teaching, much less of education, when we have no assurance that we have teachers or educators at all.

The first, the very first point then to be placed beyond all chance or doubt, in a good system of National Education, the only point which can assure either knowledge or virtue, are the intellectual and moral qualifications of the teacher. But what are these qualifications? and how are they to be ascertained? If not of the very highest order, they ought always to be such as should fully qualify him, especially for the practical portion of his profession. He should not merely be intelligent, but moral; not only moral and intelligent, but fully capable of transfusing both his knowledge and morality into the minds of others. The highest attainments are useless without this power; they may be gold, but it is yet in ingots,—

He knows not the art of putting it into circulation. These are qualities not to be discovered by a half hour's examination, much less are they to be taken on trust, and least of all on the recommendation of persons disqualified, by ignorance, and prejudice of situation, sect, or party, from judging. If examination competitions are bad in the case of professorships, they are worse in that of ordinary teachers. They must, except by miracle, be abused; a far more certain and universal guarantee is essential. They can only be had by the same process by which it is obtained in other professions, by previous special Education. There must be schools for teachers, before you think of teaching. You must educate your educators, before you set about education. It is expensive. But is it necessary? that is the material question. The necessity has been long since admitted; it was recognized, virtually at least, the first hour we talked of Education. But a consideration, not quite so clear, is, how and where are you to obtain pupils for these establishments? That depends upon the state. *Certainly, after having degraded to the lowest level one of the highest functions which can be intrusted to man, it is natural we should have these objections.* But the fault is ours, and not theirs. If this were the country it boasts itself to be, if it were a country in which the public really aspired to elevate the human mind, to assign intellectual superiority its proper station, long since its laws would have regarded the profession of teacher, as one in a great degree invested with paternal and religious rights. If there be many instances in which teachers themselves have derogated from this dignified position, and converted what ought to have been the most important of social duties, into a mere trade, it is only the natural result of our unwise and niggard legislation, and belongs not to the profession, nor to the men.

The teacher must not only be perfect master of the various branches of education which he is called on to teach, but he must also, in addition, be thoroughly acquainted, both theoretically and practically, with the art of education itself. He must understand the science of mind, the principles of instruction, the best methods, the latest improvements; and not only must he understand them, but he must have so repeatedly exercised them, that their practice shall be as familiar as their theory. For his moral duties a still more elevated scale will be requisite. He must be strongly penetrated with the importance of his sacred trust. His religious and moral convictions must be profound—he must make himself thoroughly acquainted with the nature of the youthful heart, and with the best expedients for its correction and improvement; his rebukes must be tempered by modesty, patience, evident justice, good sense, and above all, by unwearied kindness; abstaining, in every instance at all

practicable, from punishment, and never allowing himself to be transported by passion or harshness. His praise should be simple and measured. He must remember that it is not sufficient to reward success—he must not dishearten exertion. His manners must be grave, but not austere. Above all, he must be constant, equable, certain—an inexorable regard to truth in the minutest trifle, (if, indeed, any thing be a trifle where truth is concerned,) and an honorable elevation above all selfish and interested motive, must be his distinguishing characteristics. It is needless to say that his private life must be irreproachable. If moral teaching be necessary, what teaching is like example?—Unless he be all this, he may be a school-master, but he is no true instructor. If he be incapable of discharging these duties, and fulfilling these obligations, even to the letter, (whatever may be his talents,) he will fail in the high object of his vocation. He may form clever and well-instructed men, but men, in the true acceptance of the word—never. Such qualities are, indeed rare, but they ought not to be so, nor would they be so, if proper means were adopted to insure them. They will not grow of themselves, but with proper culture they may be made to grow. This proper culture ought to be insisted on; if not to be had it ought to be provided. Schools for teachers ought to be the *first object* with whoever undertakes to assure to a class or a community a good education. The nature of the qualifications required, points out the nature of the school. The assurance that a candidate has passed through these schools, will, of itself, be the best pledge to the public of his competency.

The high importance of previous qualification necessarily implies the necessity of sustaining, at least to the same level: this is difficult without books, and communication with men engaged in the same pursuits.—*Each school ought, therefore, to have its teachers' library, and each district its teachers' conferences, where all may meet at specific periods.* Nor should the teacher neglect occasional visits to the model or teachers' school of the capital, to discuss the interests and advancement of his and their common profession, or any similar means, by which he may refresh his information, and still further augment and improve the methods which he has in use.

Such a teacher, so prepared, and so disposed to add on every occasion to his means, will be worthy of his functions.

From a speech of Governor EVERETT, of Massachusetts, at a meeting of the Friends of Education, in Bristol co.

SCHOOL LIBRARIES—A BLACK-SMITH'S LETTER.

It is a great mistake to suppose that it is necessary to be a professional man, in order to have leisure to indulge a taste for reading. Far otherwise. I believe the mechanic, the engineer, the husbandman, the trader, have

quite as much leisure as the average of men in the learned professions. I know some men busily engaged in these different callings of actual life, whose minds are well stored with various useful knowledge acquired from books. There would be more such men, if education in our common schools were, as it well might be, of a higher order; and if common school libraries, well furnished, were introduced into every district, as I trust they soon will be. It is surprising, sir, how much may be effected, even under the most unfavorable circumstances for the improvement of the mind, by a person resolutely bent on the acquisition of knowledge. A letter has lately been put into my hands, bearing date the sixth of September, so interesting in itself, and so strongly illustrative of this point, that I will read a portion of it; though it was written, I am sure, without the least view of publicity.

"I was the youngest," says the writer, "of many brethren; and my parents were poor. My means of education were limited to the advantages of a district school, and those again were circumscribed by my father's death, which deprived me, at the age of fifteen, of those scanty opportunities which I had previously enjoyed. A few months after his decease, I apprenticed myself to a blacksmith in my native village. Thither I carried an indomitable taste for reading, which I had previously acquired through the medium of the society library; all the historical works in which I had at that time perused. At the expiration of a little more than half my apprenticeship, I suddenly conceived the idea of studying Latin. Through the assistance of my elder brother, who had himself obtained a collegiate education by his own exertions, I completed my Virgil during the evenings of one winter. After some time devoted to Cicero and a few other Latin authors, I commenced the Greek. At this time it was necessary that I should devote every hour of daylight and a part of the evening to the duties of my apprenticeship. Still I carried my Greek Grammar in my hat, and often found a moment, when I was heating some large iron, when I could place my book open before me against the chimney of my forge, and go through with *tupto, tupteis, tuptei*, unperceived by my fellow-apprentices, and, to my confusion of face, with a detrimental effect to the charge in my fire. At evening, I sat down unassisted and alone to the Iliad of Homer, twenty books of which measured my progress in that language during the evenings of another winter. I next turned to the modern languages, and was much gratified to learn that my knowledge of the Latin furnished me with a key to the literature of most of the languages of Europe.

"This circumstance gave a new impulse to the desire of acquainting myself with the philosophy, derivation, and affinity of the different European tongues. I could not be

reconciled to limit myself in these investigations to a few hours after the arduous labors of the day. I therefore laid down my hammer, and went to New Haven, where I recited to native teachers, in French, Spanish, German, and Italian. I returned at the expiration of two years to the forge, bringing with me such books in those languages as I could procure. When I had read these books through, I commenced the Hebrew with an awakened desire for examining another field; and by assiduous application I was enabled in a few weeks to read this language with such facility that I allotted to myself as a task, to read two chapters in the Hebrew Bible before breakfast each morning; this and an hour at noon being all the time that I could devote to myself during the day. After becoming somewhat familiar with this language, I looked around me for the means of initiating myself into the fields of oriental literature, and to my deep regret and concern, I found my progress in this direction hedged up by the want of requisite books. I immediately began to devise means of obviating this obstacle; and, after many plans, I concluded to seek a place as a sailor on board some ship bound to Europe, thinking in this way to have opportunities of collecting at different ports such works in the modern and oriental languages as I found necessary for this object. I left the forge and my native place to carry this plan into execution. I travelled on foot to Boston, a distance of more than a hundred miles, to find some vessel bound to Europe. In this I was disappointed, and while revolving in my mind what steps to take, accidentally heard of the American Antiquarian Society in Worcester. I immediately bent my steps toward this place. I visited the hall of the American Antiquarian Society, and found here, to my infinite gratification, such a collection of ancient, modern, and oriental languages as I never before conceived to be collected in one place; and, sir, you may imagine with what sentiments of gratitude I was affected, when upon evincing a desire to examine some of these rich and rare works, I was kindly invited to an unlimited participation in all the benefits of this noble institution. Availing myself of the kindness of the directors, I spent about three hours daily at the hall, which, with an hour at noon, and about three in the evening, make up the portion of the day which I appropriated to my studies, the rest being occupied in arduous manual labor. Through the facilities afforded by this institution, I have been able to add so much to my previous acquaintance with the ancient, modern, and oriental languages, as to be able to read upwards of *fifty* of them, with more or less facility."

BRITISH FOREIGN SCHOOL SOCIETY.

I. It requires a good teacher to keep boys perfectly quiet. Ten minutes a day is well

spent in teaching boys to be motionless, when it is wished.

II. *Ingenuity* in instruction is requisite in a master. He must avoid dull monotony, small things with *men* being great things to boys.

III. The *habits* which a child forms in school are more important than the amount of knowledge he obtains.

IV. *Moral evils* must be corrected by aiming at the heart and conscience. "Thus saith the Lord," is more weighty than "I say so."

V. We must teach the *unknown* by the help of the known, following the example of the Saviour, who taught his disciples the unknown and hidden mysteries of the kingdom of heaven by the aid of that which was near, familiar and obvious.

VI. Quotations from Scripture should be cautiously introduced as illustrations of the meanings of words. Unless holy Scripture be introduced with becoming seriousness, we are likely to do mischief. We degrade the word of God in the estimation of children when we make it *subservient* to the communication of secular knowledge, instead of making every other study elucidate and enforce the dictates of this holy book.

VII. Children will often explain and illustrate the meaning of words *far better than adults*. The story of the chimney-sweep and the dog is an admirable example of this ability.

VIII. Visible illustrations far exceed in value any descriptions whatsoever. We can never be *quite sure* that children form just conceptions of that which we describe to them. The *long nose* of the badger, which escaped the attention of the teacher, was the very first thing to attract the notice of the children. *Br. Tea. Month. Rep.*

TEACHER'S IN HOLLAND.

In Holland, when a young man wishes to become a teacher, he must apply, at a fixed period, to the inspectors assembled, before whom he undergoes an examination as to his attainments, natural ability, and moral character. These approved, he is, in the first instance, allowed to act as an *assistant* in any school to which he can gain admittance. After a few months he again applies to the same body to be admitted on the list of teachers of the lower rank; is again examined, and if approved, receives permission to become a candidate for the mastership of a village school. After a few months more, devoted to self-improvement, and to actual teaching, he again presents himself for further examination; and if again approved, is admitted to a rank higher, and becomes eligible either for a village or a city school.—His *first* examination would relate chiefly to moral character and general ability; his *second*, to his acquaintance with the arts of reading, writing, and arithmetic, with composition, grammatical analysis, the history of his own country, and generally with the sci-

ence of education; his *third* would embrace geography in its various branches, and the more advanced stages of acquirements previously demanded.

PERSONS OF EVERY CLASS ARE DEEPLY INTERESTED IN THE IMPROVEMENT OF OUR C. SCHOOLS.

It is the common belief, that none but parents have any direct or intimate interest in education. At least the conduct and expressions of men generally warrant us in coming to this conclusion: for many of the most intelligent and virtuous members of society, and even those who have been counted among the most active friends of education, have been found to slacken their exertions, and to lose their zeal, when their own children had out-grown the schools; "It is time that I should withdraw, and leave the care of the schools to those who have children. I have done my share."

Such indifference, when shown by men who have been active friends of education, and the chief promoters of the schools, sometimes has done extensive injury, by dampening the feelings of others, and by inculcating the false doctrine with which we are here contending. Every individual in the community is directly or indirectly benefited by good schools, or injured by bad ones.

The family is benefitted, by more orderly, trusty, intelligent and virtuous children.—There is a direct channel constantly open between the place of instruction and the place of action. The knowledge imparted by the teacher, the examples he sets, the influence he exerts, are quickly transferred to the table and fireside. There is a constant channel of communication between them, like that kept up by the bees between the flowers and the hive. The teacher's words are repeated at home; and he in some degree directs the daily conversation and manners of the household. If he has learned the harmless, the useful, the worldly and heavenly wisdom of his profession, he will teach such things as are of practical, visible and tangible value; such as the parents have learnt to appreciate by the experience of real life.

We hope, hereafter, to show somewhat distinctly, in what modes the interests of persons in various situations in society, are in fact intimately connected with the existence and nature of common schools around them. *Conn. Com. School Jour.*

THE SCHOOL HOUSE.

It is stated by our correspondent of the Education Convention, that "more than one thousand school houses have been erected in this state during the past year." This is derived from the Superintendent's Report. If so, it speaks a language for Ohio which cannot be misunderstood. It is the language of intelligent progress, which must equal that of the physical development, to preserve us from the corruptions of all former people. *Cin. Chronicle.*

ECLECTIC SCHOOL BOOKS.

300 000 The constantly increasing demand for the Eclectic School Books has induced the publishers to resort to *Power Presses*. They trust they will now be able to supply the wants of the whole west. Teachers and Trustees will find them in most of the Book Stores and by Traders throughout the Valley of the Mississippi.

THREE HUNDRED THOUSAND copies of these valuable School Books have been published during the short time they have been before the public.

ECLECTIC PRIMER,
ECLECTIC PROGRESSIVE SPELLING BOOK,
ECLECTIC FIRST READER,
ECLECTIC SECOND READER,
ECLECTIC THIRD READER,
ECLECTIC FOURTH READER,
RAY'S ECLECTIC ARITHMETIC,
RAY'S LITTLE ARITHMETIC,
RAY'S RULES AND TABLES,
Miss BEECHER'S MORAL INSTRUCTOR,
MANSFIELD'S POLITICAL GRAMMAR,
SMITH'S PRODUCTIVE GRAMMAR,
MASON'S YOUNG MINSTREL, a new Juvenile Music Book.

PITTSBURGH, Nov. 27, 1837.

To the Publishers of the Eclectic Series of School Books.

Gentlemen:—We have examined copies of the "Eclectic Series of School Books," and take pleasure in giving our testimony to their superior worth. During the period in which we have been engaged in the cause of education, a great variety of School Books have come under our observation; but we have never met with any works which so entirely meet our views as those comprised in the "Eclectic Series."

It would be impossible to point out all the merits, without entering too much into detail. The author seems to have well understood the nature and laws of mind, and has excelled in imparting clear and well-defined ideas to the mind of his pupils. The easy, lively and familiar style in which the subjects are presented, excites and fixes the attention. The proper gradation is observed in the selection and arrangement of the lessons—keeping pace with the ability on the part of the little learners to overcome new difficulties. A sad deficiency in this respect is the characteristic of most of the Juvenile Books now in use in our schools. The skilful mixture of didactic and narrative pieces throughout, cannot fail to improve, especially when accompanied by the remarks of an intelligent teacher. The *Rules* for correct, easy, and agreeable reading prefixed to the lessons throughout the third and fourth Readers, and the *Exercises in Spelling* following the lessons in the three first readers, are well adapted to make thorough scholars.

Finally—the fine moral effect the whole series is designed to produce. This should be ranked among their most prominent merits. An education is not completed until there is united with the thorough discipline of the mind, a corresponding culture of the heart and affections. The Eclectic Series unite in much greater perfection, this intellectual and moral education of the pupils, than any other series with which we are acquainted, and is thus admirably adapted to make good children, as well as good scholars.

J. H. SMITH,

Principal of North Ward Public School.

WM. L. AVERY,

Principal of the 5th Ward Public School.

ISAAC WHITTIER,

Principal of the East Ward Public School.

WM. EICHBAUM,

President of 1st Ward Board of Directors, Pittsburg.

THOMAS F. DALE,

HENRY P. SCHWARTZ,

School Director, Alleghany Borough.

LOUISVILLE, Ky., April 23, 1838.

To the publishers of the Eclectic Series of School Books.

Gentlemen:—It is some months since the appearance of the "Eclectic School Books" in this city and we are happy to say, that they receive the hearty approbation of both teachers and parents, and excite a deep interest in the minds of the scholars. These books have been arranged by practical and efficient teachers. President McGuffey, the principal one, is the most popular and useful lecturer on the subject of education that has ever honored our city. His singular and happy talent of illustrating whatever he undertakes, in a manner so clear and forcible as to carry conviction to every rational mind, has enabled him to adapt his books to the heart, the feelings, and the reason of those for whom they are intended.

The "Eclectic Arithmetic" by Dr. Ray, is decidedly a popular work, receiving the approbation of intelligent and practical teachers, and is well calculated to receive a wide and extensive circulation. Indeed the character of the individuals engaged in the preparation of this series, is a sufficient guarantee of their great value. Should any one, however, doubt the merit of these books, he has only to examine them to have his doubts removed.

We should, therefore, be pleased to see these valuable books introduced into all our schools; and we will cheerfully use every laudable effort to accomplish this object, by which a greater uniformity of Books may be used throughout our city, and thus obviate the great perplexity and increased expense incident to future changes.

JAMES BROWN,

Professor in Louisville Collegiate Institute.

O. L. LEONARD, Principal of Inductive Seminary.

JOSEPH TOY, Principal of City School, No. 5.

L. W. ROGERS, Principal Fem. Dep. Center School.

E. HYDE, Principal Teacher City School, No. 7.

LYDIA R. RODGERS, Prin. Tea. Lou. City S. No. 6.

LOUISVILLE, April 24, 1838.

I consider it a misfortune that there is so great a variety of school books—they all have many excellencies, but are deficient in proper arrangement and adaptation. I have no hesitancy in giving my most unqualified preference to the Eclectic Series, by President McGuffey and others, and shall introduce them into all the city schools as far as my influence extends.

SAM'L DICKINSON, Superintendent

of Public Schools for the City of Louisville.

MANSFIELD'S POLITICAL GRAMMAR.

NEW EDITION.

A POLITICAL GRAMMAR OF THE UNITED STATES; or a Complete View of the Theory and Practice of the General and State Governments, with the relations between them. Dedicated and adapted to the young men of the United States. By EDWARD D. MANSFIELD, Professor of Constitutional Law in Cincinnati College. New Edition, containing Parliamentary Rules for the Government of Public Assemblies, arranged on the basis of Jefferson's Manual—also containing an Appendix of questions for review, adapting it to the use of Schools and Academies in the United States. Prepared for the Eclectic School Series.

This valuable Work has been highly recommended in different parts of the United States. The additions which have now been made have materially enhanced its value, and will render it one of the most important and interesting Class Books that can be introduced into our Common and High Schools. The annexed notice from Judge Wright will show in what estimation the work is held by that distinguished Jurist:

CINCINNATI, 5th November, 1838.

Messrs. Truman & Smith, Gentlemen:—I am pleased to learn that you are about publishing a new edition of Mr. Mansfield's Political Grammar.

A school book containing a brief historical sketch of the political organization of the United States, and a correct delineation of the theory and operation of the General and State Governments, has long been desired to promote the well-being of society and perpetuate our free institutions. We cannot expect to carry into successful practice the fundamental principles embodied in our constitutions, unless a knowledge of those principles is widely diffused among the people, and imparted in common education. Feeling much solicitude on the subject, I have examined "The Political Grammar of the United States," by Edward D. Mansfield, with an eye to its adaptation to the desired end. I am happy to say, that the Grammar, as a text book of the elementary terms, definitions and principles of our

written Constitutions, is a work of great merit, and superior to any of the kind that has come under my observation. The introduction of this valuable work into common use, and into common schools, cannot fail of good results in the diffusion of correct political instruction, tending to the preservation of political liberty.

I am, with great respect,

Your humble servant,

JOHN C. WRIGHT.

Since the insertion of the above we have been favored with the annexed from distinguished friends of Education:

WOODWARD COLLEGE, Cincinnati, Oct. 24, 1838.

Without much sound political knowledge universally diffused, we as a nation must perish, just because the people are, under God, the true, absolute sovereign, and will do as they choose.

While therefore we rejoice to see our Colleges and Scholastic Institutions generally, introducing the Bible among their text books, and awakening to the necessity of more thorough christian education, we must also take courage in view of the increasing interest which is manifested in the study of the Constitution of the United States—the great Charter of American Liberty, and the great Code of American duty. Whatever tends to promote either of these objects—the christian knowledge, and the sound political knowledge of the people—will tend, under heaven's blessing, just so far to save this happy republic, and spread the precious benefits of civil and religious freedom to the other nations of the earth.

It is for these reasons we cordially recommend "THE POLITICAL GRAMMAR OF THE UNITED STATES," by EDWARD D. MANSFIELD, Esq." The work is comprehensive,—it covers the whole ground, while it leaves out no detail necessary to illustrate and establish the great principles of our government; and yet it is so moderate in point of size and expense, as to be within the reach of all. It is simple and lucid in order. Every thing in it is well digested. The style is throughout clear and calm, though sufficiently diversified and animated, to make it always interesting.

There are other books on the same subject of larger bulk and pretensions, but we know of none so admirably fitted for students of all classes, from the Common School up to the University. As a brief practical manual of sound political knowledge, it ought to be in the hands of all the people.

This, the third edition, has been enlarged by the addition of *Questions and Rules of Order*. The value of the latter will be manifest from the fact that the very nature of all our institutions, makes us emphatically a deliberative people; and from the fact that an opposer well-skilled in the methods of business in public bodies, may, though greatly in the minority, with much ease embarrass, delay, and often at last defeat a measure. There is but one remedy, and that is to become conversant ourselves with the Rules of Order. Such knowledge is also essential as a safeguard against many oppressive measures of an unscrupulous majority.

B. F. AYDELOTT, D. D.

President of Woodward College.

WILLIAM H. MCGUFFEY,

President of Cincinnati College.

C. E. STOWE,

Professor in Lane Seminary, Cincinnati, and author of "Report on Prussian System of Education."

Published by TRUMAN & SMITH,

At the School Book Depository, Cincinnati.

WINTER SCHOOLS.

The time has now arrived for re-organizing and establishing Winter Schools, and next to a good Teacher, the most important measure to be adopted for the success of the School, is the selection of good School Books. Without these, no Trustee need look for much benefit from the efforts of the best Teacher. Past experience has taught this to many Trustees, who are now cheerfully supplying their Schools with the best books they can possibly find. This is right. The penny wise and pound foolish policy of getting along without proper means of instruction has too long prevailed. If a farmer would excel in the cultivation of the soil, we should expect him to possess proper implements of labor, and is it not of equal importance, that those who are engaged in the noble work of cultivating the mind of our children, should possess proper implements for their work.